

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: May 23, 2003

From: William W. Vasey

Re: ITEM # 22

Subject Mathematics and Reading Professional Development Program
(AB 466)—Interim Report to the Legislature

The Mathematics and Reading Professional Development Program (AB 466) provides for professional development in reading/language arts and mathematics for teachers who deliver direct instruction to students in kindergarten and grades 1-12, inclusive.

AB 466 (Chapter 737, Statutes of 2001) requires the California Department of Education, in cooperation with the University of California and the California Professional Development Institutes, to develop an interim report regarding the Mathematics and Reading Professional Development Program for submission to the Legislature by July 1, 2003. The State Board of Education is to review and approve this report which will, at a minimum, detail the following:

- ✓ The number of teachers, by credential type, who have received training; and
- ✓ The entities that have received funds for the purpose of offering training (professional development providers) and the number of teachers that each has trained. This report also provides information on the number of teachers trained by subject area (reading/language arts and mathematics).

The Interim Report is currently in draft form. The CDE will be processing a payment based on requests for reimbursement submitted by the May 30, 2003, deadline. The final version of the report will include this updated data. **A copy of the updated data will be submitted to State Board of Education members at the June meeting for their review and approval.**

Attachment 1: [Mathematics and Reading Professional Development Program Interim Report \(pages 1 through 11\)](#)

MATHEMATICS AND READING PROFESSIONAL DEVELOPMENT PROGRAM INTERIM REPORT

LEGISLATIVE PURPOSE

The Legislature proposed the Mathematics and Reading Professional Development Program in an effort to increase academic performance in California schools by enabling teachers to participate in high-quality professional development activities in reading/language arts and mathematics. This high-quality professional development focuses on standards-based instructional materials and grade-appropriate teaching and intervention strategies. California has been engaged in academic reform over the last decade. The Mathematics and Reading Professional Development Program builds on and reinforces prior academic reform efforts.

INTERIM REPORT TO THE LEGISLATURE

Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) requires the California Department of Education (CDE), in cooperation with the University of California and the California Professional Development Institutes, to develop an interim report regarding the Mathematics and Reading Professional Development Program for submission to the Legislature by July 1, 2003. The State Board of Education (SBE) is to review and approve this report which will, at a minimum, detail the following:

- ✓ The number of teachers, by credential type, who have received training; and
- ✓ The entities that have received funds for the purpose of offering training (professional development providers) and the number of teachers that each has trained. This report also provides information on the number of teachers trained by subject area (reading/language arts and mathematics).

PROGRAM DESCRIPTION AND COMPONENTS

The Mathematics and Reading Professional Development Program (AB 466) provides for professional development in reading/language arts and mathematics for teachers who directly deliver instruction to students in kindergarten and grades 1-12, inclusive. The professional development offered via AB 466 is unique in that the instruction focuses on SBE adopted mathematics and reading/language arts/English language development instructional materials that are aligned to content standards. Instructional aides and paraprofessionals may also take advantage of this professional development opportunity, beginning in the 2004-05 state fiscal year (FY).

Professional Development Professional development consists of 40 hours of intensive institute-style training and 80 hours of follow-up practicum. The 40 hours of professional development must be delivered by SBE approved training providers. The 80 hours of professional development may be delivered by a provider approved by the SBE, by the local educational agency (LEA), or by an independent provider selected by the LEA. Also, regulations adopted in 2002 authorize 20 hours of initial training and 20 hours of follow-up practicum for instructional aides and/or paraprofessionals (to commence in FY 2004-05). Educators may receive training on standards-based instructional materials for their grade level, course type, and/or school level. Instructional

materials must be state-adopted for grades K-8 or local board-adopted for grades 9-12. Teachers directly delivering instruction in reading/language arts or social science may participate in AB 466 professional development in reading/language arts. Teachers directly delivering instruction in mathematics or science may receive professional development in mathematics. In addition, teachers delivering instruction in a self-contained classroom setting may participate in AB 466 professional development for both reading/language arts and mathematics. Teachers employed in a public school for the purpose of providing either mathematics and English instruction, or both, to pupils with exceptional needs are eligible to participate in AB 466 professional development.

Program Funding The AB 466 program was originally proposed to be funded at approximately \$110 million state general fund dollars. Due to reduced general fund revenue, this funding level was reduced to \$62.2 million for FY 2002-03. The budget bill proposes \$27.9 million of state general fund dollars for FY 2003-04. This is a reimbursement program, in which approved LEAs are reimbursed for teachers who successfully complete either 40 hours of program training, 80 hours of follow-up instruction, or both.

It is the intent of the Legislature that funding appropriated in one FY that is not expended by an LEA be redirected to LEAs that have trained more eligible teachers than the percentage funded. When a redirection of funding occurs, funding in subsequent fiscal years for the LEAs involved shall be adjusted to reflect the redirection of funding.

Instructional Materials AB 466 connects approved professional development to state or local board approved instructional materials which are aligned with state content standards and curriculum frameworks. Materials include the following (see Attachment 1 for specific instructional material programs):

1. Mathematics materials for grades K-8, including algebra, adopted by the SBE, February 2001;
2. Reading/language arts materials for grades K-8 adopted by the SBE, February 2002; and
3. Mathematics materials (including algebra II and geometry) and English/language arts materials for grades 9-12, which are standards-aligned and have been adopted by local boards of education.

For FYs 2002-03 and 2003-04 only, an LEA may participate in AB 466 professional development if the governing board of the LEA has approved the use of standards-aligned instructional materials, as adopted by the SBE subsequent to the adoption of content standards for grades K-8 [pursuant to Chapter 481, Statutes of 1998 (AB 2519)].

Professional Development Providers Under AB 466, independent training providers that deliver the initial 40 hours of the Mathematics and Reading Professional Development Program must be approved by the SBE. Individual LEAs may also provide the 40 hours of professional development for teachers within the LEA if approved as AB 466 providers by the SBE. In addition, professional development may be delivered by a California Professional Development Institute approved by the University of California that incorporates professional development on instructional materials newly adopted by the SBE and that complies with the provisions of AB 466. Provider training is based on specific criteria established by the SBE. These criteria can be viewed on the CDE AB 466 Web site at www.cde.ca.gov/pd/ab466/pguide.pdf. Please see Attachment 2 for a list of current SBE approved professional development providers.

Assembly Bill 2781 In the 2002-03 budget year, the Budget Trailer Bill, Chapter 1167, Statutes of 2002 (AB 2781) reduced the percentage of eligible teachers that can be claimed each year to match resources available. In FY 2002-03, the program guarantees support for up to 3 percent of a district's eligible teachers. Chapter 1167/2002 also extended the years the program will support professional development through FY 2006-07. Funding will be provided to local education agencies on a first-come, first-serve basis.

AB 466 established the percent of eligible teachers a given LEA could train and be reimbursed for via this program. These percentages were: up to 12 percent of eligible teachers in the 2001-02 fiscal year, up to 28.5 percent in the 2002-03 fiscal year, and up to 28.5 percent in the 2003-04 fiscal year, with the remainder for its eligible teachers in the 2004-05 fiscal year. AB 2781 changed these percentages to better align program services with available funding as follows:

Table 1

Percentage of Eligible Teachers		
Fiscal Year	Percentages Established by AB 466 (2001)	Percentages Established by AB 2781 (2002)
2001-02	12 percent	--
2002-03	up to 28.5 percent	up to 3 percent
2003-04	up to 28.5 percent	up to 3 percent
2004-05	All Remaining Teachers	up to 2.4 percent
2005-06	--	up to 2.7 percent
2006-07	--	up to 1.3 percent

Paraprofessionals and Instructional Aides An LEA that chooses to participate in the program is eligible to receive funding for no greater than 29 percent of its instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics and reading/language arts in the 2004-05 fiscal year and up to 14.5 percent in FY 2005-06. However, the statewide total number of instructional aides and paraprofessionals who directly assist with classroom instruction in mathematics and reading/language arts served under this program may not exceed 9,600 over the two fiscal years.

Eligible Teachers This program is intended to serve teachers employed in a public school who provide direct instruction to students in grades kindergarten through twelve in reading/language arts and/or mathematics. Teachers can hold a multiple-subject, single-subject (English, social science, mathematics, or science), pre-intern or intern, emergency, or special education teaching credential, certificate, or authorization issued by the Commission on Teacher Credentialing. Teachers who hold a single-subject credential in English or social science are eligible to receive instruction in reading/language arts. Teachers who hold a single-subject credential in mathematics or science are eligible to receive instruction in mathematics. See Attachment 3 for a summary of eligible teachers and the types of professional development they are authorized to take.

Reimbursement Reimbursements are to be made according to the following priorities:

1. Prior year training conducted through a California Professional Development Institute (CPDI) following certification by the district that the teacher received training on approved instructional materials either through the CPDI or district training (\$500 per eligible teacher).

2. Prior year training conducted through a SBE approved provider (\$1,250 per eligible teacher for completion of the initial 40 hours of training, or \$2,500 for completion of the full 120 hours of training).
3. Current year training for up to three percent of the eligible teachers.
4. Current year training in excess of the three percent of eligible teachers.

Of the \$2,500 reimbursement per teacher, no more than \$1,000 may be used for stipends per teacher.

TEACHER CREDENTIALS

Teachers who hold a multiple-subject, single-subject, emergency, or special education teaching credential, certificate, or authorization issued by the Commission on Teacher Credentialing that authorizes them to teach reading/language arts, social science, mathematics, and/or science are eligible to participate in AB 466 professional development. Specifically, the following types of credentialed teachers are eligible:

- ✓ Teachers employed in a public school for the purpose of teaching in a self-contained classroom that serves pupils in kindergarten or any of grades 1 to 8, inclusive (multiple-subject: elementary credential);
- ✓ Teachers employed in a public school for the purpose of providing both mathematics and reading/language arts instruction to pupils with exceptional needs (special education credential);
- ✓ Teachers employed in a public school for the purpose of teaching in a self-contained classroom that serves pupils in kindergarten or any of grades 1 to 8, inclusive and who hold a one-year emergency teaching permit or an emergency career substitute teaching permit (multiple-subject: emergency credential);
- ✓ Teachers who are employed in a public school and who are assigned to teach English or social science courses in a classroom that is not self-contained (single subject: English or social science credential).
- ✓ Teachers who are employed in a public school and who are assigned to teach mathematics or science courses in a classroom that is not self-contained (single subject: mathematics or science credential).
- ✓ Teachers who hold a one-year emergency teaching permit or emergency career substitute teaching permit who are employed in a public school and assigned to teach reading/language arts or social science courses in a classroom that is not self-contained (single subject emergency: English or social science);
- ✓ Teachers who hold a one-year emergency teaching permit or emergency career substitute teaching permit who are employed in a public school and assigned to teach mathematics or science courses in a classroom that is not self-contained (single subject emergency: mathematics or science); and
- ✓ Teachers who hold a one-year emergency teaching permit or emergency career substitute teaching permit who are employed in a public school and assigned to teach pupils with exceptional needs (emergency: special education).

Holders of emergency 30-day substitute teaching permits issued by the California Commission on Teacher Credentialing are not eligible to receive training via AB 466.

Teaching Credentials LEAs participating in the AB 466 program were required to report the types of credentials and the types of professional development (reading/language arts or mathematics) their teachers completed. LEAs submitted data on the credential types shown in Table 2 on page 5.

Table 2

Credentials Held by Teachers Completing AB 466 Professional Development	
Credential Type	Number of Teachers
Single Subject: English or Social Science	3,299
Single Subject: Mathematics or Science	231
Special Education	654
Multiple Subject: Elementary	9,267
¹ Multiple Subject: Emergency	690
² Single Subject Emergency: English or Social Science	1,456
³ Single Subject Emergency: Mathematics or Science	16
⁴ Emergency: Special Education	56
⁵ Total	15,669

Currently, the CDE has reimbursed LEAs for approximately \$30.4 million for a total of 27,995 teachers who received professional development. Of these teachers, 12,266 received training in fiscal years prior to 2002-03 (AB 466 required the CDE to collect credential information for 2002-03 and subsequent fiscal years). Of the remaining 15,669 teachers shown on Table 3, 12,954 completed training in reading/language arts and 2,715 completed training in mathematics.

A table displaying the number of teachers completing reading/language arts and mathematics professional development and the providers who delivered the professional development is shown on page 6. Of the 27,995 teachers completing AB 466 training, 19,363 completed 40 hours of training, 2,283 completed 80 hours of training and 6,349 completed 120 hours of training.

Professional Development Providers The initial 40 hours of professional development can be provided by independent training providers approved by the SBE, individual LEAs approved by the SBE (may provide professional development to LEA teachers only), or California Professional Development Institutes approved by the University of California that incorporate professional development on instructional materials newly adopted by the SBE and that comply with the provisions of AB 466.

The first row of Table 3 on page 6 represents various LEAs that provided the 80 hours of follow-up instruction to relatively small numbers of teachers. Of the remaining 34 providers listed in Table 3, 17 delivered the intensive 40 hours of AB 466 professional development training in mathematics, 16 delivered the 40 hours of training in reading/language arts and 1 delivered the 40 hours of training in both mathematics and reading/language arts.

¹ The 690 teachers who hold multiple subject, emergency credentials, includes interns and pre-interns.

² The 1,456 teachers who hold single subject emergency: English or social science credentials, includes interns and pre-interns.

³ The 16 teachers who hold single subject emergency: mathematics or science, includes interns and pre-interns.

⁴ The 56 teachers who hold single subject emergency: special education, includes interns and pre-interns.

⁵ The total number of credentials does not include the credential type for 12,326 teachers trained prior to June 30, 2002, when collection of this data was not required.

Table 3

Number of Teachers Trained and Professional Development Provider			
Name of Provider	Reading Training	Math Training	Total Teachers Trained
Various 80-hour District Providers	167	723	890
Cal Poly University, Pomona	0	146	146
Cal Poly University, San Luis Obispo	0	244	244
Calabash Professional Learning Systems	1,609	225	1,834
CORE, Inc.	1,780	0	1,780
Center For Applied Research	34	0	34
CPDI – Los Angeles County Office of Education	348	0	348
CPDI – Sacramento County Office of Education	3,492	0	3,492
CSU Bakersfield Mathematics Project	0	15	15
CSU Chico Mathematics Project	0	54	54
CSU Monterey Bay/Monterey COE	0	44	44
CSU Sacramento Mathematics Project	0	24	24
Elk Grove Unified School District	0	459	459
Fremont Unified School District	246	0	246
Monterey Bay Area Math Project & Monterey COE	0	110	110
MPDI - CSU Fullerton	0	141	141
MPDI – Sacramento County Office of Education	0	61	61
MPDI – San Diego State University	0	286	286
Pearson Education	21	0	21
Redwood Area Mathematics Project (RAMP)	0	3	3
RIC – Alameda County Office of Education	72	0	72
RIC – Butte County Office of Education	14	0	14
RIC – Imperial County Office of Education	393	0	393
RIC – Los Angeles County Office of Education	41	0	41
RIC – Sacramento County Office of Education	4,087	0	4,087
RIC – San Diego County Office of Education	87	0	87
RIC – San Joaquin County Office of Education	241	0	241
San Jose State University	0	38	38
Santa Barbara Elementary School District	67	0	67
Santa Clara Valley mathematics Project	0	37	37
Sonoma State University	0	53	53
Sopris West, Inc.	60	0	60
SRA McGraw-Hill	195	0	195
Tri-Counties Mathematics Project	0	18	18
UC Davis Mathematics Project	0	34	34
Total	12,954	2,715	15,669

SUMMARY

The Mathematics and Reading Professional Development Program (AB 466) has been in operation for one year. During this time, the State Board of Education has approved 355 LEAs to participate in the program. To date, 27,995 teachers have taken advantage of this professional development opportunity. Of the 15,669 teachers for whom training and credential information was collected, 83 percent completed professional development in reading/language arts and 17 percent completed professional development in mathematics. To date, \$30.4 million of the available \$62.2 million available has been allocated to participating LEAs.

An application for year two of the AB 466 program is available on the CDE AB 466 Web site at www.cde.ca.gov/pd/ab466. It is anticipated that many participating LEAs will offer the 80-hours of follow-up instruction to their teachers during FY 2003-04 and that many additional LEAs will take advantage of AB 466 training.

There are currently twelve providers approved by the SBE to offer reading/language arts professional development. Among these providers are various county offices of education Reading Implementation Centers (RICs) and California Professional Development Institutes located throughout California. In addition, the SBE has approved three professional development providers to deliver training in mathematics; many additional Mathematics Professional Development Institutes have been approved by the University of California to deliver AB 466 professional development in mathematics.

PUBLISHERS OF READING/LANGUAGE ARTS AND ENGLISH/LANGUAGE DEVELOPMENT AND MATHEMATICS PROGRAMS	
READING/LANGUAGE ARTS & ENGLISH/LANGUAGE DEVELOPMENT PROGRAMS	
Glencoe/McGraw-Hill—Grades 4-6, 6-8 <i>Sopris West Language, (4-6)</i> Copyright © 2002 <i>The Readers Choice, (6-8)</i> -Copyright © 2002	The Hampton-Brown Company—Grades 4-8 <i>High Point—Basics Student Book</i> , Copyright © 2001 <i>Levels A-C Student Book</i> , Copyright © 2000
Holt, Rinehart and Winston—Grades 6-8 <i>Holt Literature and Language Arts</i> , Copyright © 2003	Houghton Mifflin Company—Grades K-6 <i>HM Reading: A Legacy of Literature</i> , Copyright © 2003
McDougal Littell Inc.—Grades 6-8 <i>McDougal Littell Reading and Language Arts Program</i> , Copyright © 2002	Prentice Hall School Division—Grades 6-8 <i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Copyright © 2002
Scholastic Inc. —Grades 4-8 <i>Scholastic Read 180</i> , Copyright © 2002	SRA/McGraw-Hill—Grades K-6, 4-8 <i>SRA/Open Court Reading, (K-6)</i> —Copyright © 2002 <i>SRA/Reach, (4-8)</i> , Copyright © 2002
Wright Group/McGraw-Hill—Grades 4-8 <i>Fast Track Reading Program</i> , Copyright © 2002	
MATHEMATICS PROGRAMS	
CSL Associates—Grades K-6 <i>Success With Math Coach</i> Copyright © 2001	Harcourt School Publishers—Grades K-6 <i>Harcourt Math</i> Copyright © 2002
Houghton Mifflin—Grades K-5 <i>Mathematics by Houghton Mifflin</i> Copyright © 2002	McDougal, Littell & Company—Grades 6-8 <i>Concepts and Skills</i> Copyright © 2001 <i>Structure and Method</i> Copyright © 2001
McGraw-Hill—Grades K-6 <i>McGraw Hill Mathematics</i> Copyright © 2002	Prentice Hall—Grades 7 and 8 <i>Prentice Hall Pre-Algebra, CA Edition (7)</i> Copyright © 2002 <i>Prentice Hall Algebra 1, CA Edition (8)</i> Copyright © 2002
Sadlier-Oxford, Div. of W.H. Sadlier, Inc. Grades K-6 <i>Progress in Mathematics, CA Edition</i> Copyright © 2001	Saxon Publishers—Grades K-3, 3-6 <i>Saxon Math K-3 (K-3)</i> Copyright © 2001 <i>Math 54, 65</i> , Copyright © 2001 <i>Math 76</i> , Copyright © 1997, <i>and Math 87</i> Copyright © 1999 (3-6)
Scott Foresman—Grades K-6 <i>Scott Foresman CA Mathematics</i> Copyright © 2001	

State Board of Education Providers Approved as of March 12, 2003

APPROVED AB 466 PROVIDERS FOR MATHEMATICS	
APPROVED AB 466 PROVIDERS FOR MATHEMATICS	PROGRAM(S) FOR WHICH TRAINING CURRICULUM IS APPROVED
Calabash Professional Learning Systems	Harcourt, Math Houghton Mifflin, Mathematics McDougal Littell, Concepts and Skills, Course 1, Course 2, and Algebra I
Elk Grove Unified School District (Providing training for district only)	McDougal Littell, Concepts and Skills, Course 2 (Grade 7), Geometry, and Algebra II
Elk Grove Unified School District (Providing training for district only)	Prentice Hall Pre-Algebra, California Edition, and Algebra I, California Edition,
Sacramento County Office of Education	McDougal Littell, Concepts and Skills, Course 2 Prentice Hall, Pre-Algebra, California Edition, and Algebra I, California Edition
APPROVED AB 466 PROVIDERS FOR READING/LANGUAGE ARTS	
APPROVED AB 466 PROVIDERS FOR READING/LANGUAGE ARTS	PROGRAM(S) FOR WHICH TRAINING CURRICULUM IS APPROVED
Calabash Professional Learning Systems	Houghton Mifflin Reading, A Legacy of Literacy McDougal Littell, Reading and Language Arts Program, grades 6-8
California Professional Development Institutes (University of California, Office of the President)	Hampton Brown, High Point Houghton Mifflin Reading, A Legacy of Literacy SRA/McGraw-Hill, Open Court 2000, K-5, and Open Court 2002 SRA/McGraw-Hill, REACH Program
California Reading Implementation Centers (at Alameda, Butte, Imperial, Los Angeles, Sacramento, San Diego, and San Joaquin County Offices of Education)	Houghton Mifflin Reading, A Legacy of Literacy
California Reading Implementation Centers (at Alameda, Butte, Imperial, Los Angeles, Sacramento, San Diego, and San Joaquin County Offices of Education)	SRA/McGraw-Hill, Open Court 2000, K-5, and Open Court 2002

State Board of Education Providers Approved as of March 12, 2003 (continued)

APPROVED AB 466 PROVIDERS FOR READING/LANGUAGE ARTS Continued	PROGRAM(S) FOR WHICH TRAINING CURRICULUM IS APPROVED Continued
CORE, Inc.	Houghton Mifflin Reading, Legacy of Literacy SRA/McGraw-Hill, Open Court 2002 Prentice Hall Literature, Timeless Voices, Timeless Themes
LEA Consortium Center USD, Foresthill USD Forestville USD, Fremont USD Inglewood USD, Lemoore USD McKinleyville USD, Patterson USD, Rincon Valley USD, Santa Barbara SD (Provider training for own districts only)	SRA/McGraw-Hill, Open Court 2002
Pearson Education	Prentice Hall Literature, Timeless Voices, Timeless Themes, grades 6-8
Sacramento County Office of Education	Hampton Brown, High Point Holt, Rhinehart, and Winston, Literature and Language Arts, grades 6-8 and 9-10 McDougal Littell, Reading and Language Arts Program, grades 6-8 Prentice Hall Literature, Timeless Voices, Timeless Themes, grades 6-8 SRA/McGraw-Hill, REACH Program
Santa Cruz County Office of Education	McDougal Littell, Reading and Language Arts Program, grades 6-8
Scholastic Inc.	READ 180, California Edition
SRA/McGraw-Hill	SRA/McGraw-Hill, Open Court 2002
Sopris West	Glencoe/McGraw-Hill (Sopris West), LANGUAGE! A Literacy Intervention Curriculum
Wright Group/McGraw-Hill	Fast Track Reading

ELIGIBLE TEACHERS AND TYPES OF PROFESSIONAL DEVELOPMENT		
Teachers	Allowable Training	Follow-up
K-8 "self contained" classroom	40 hours mathematics 40 hours reading/ language arts	80 hours mathematics 80 hours reading/language arts
K-8 multiple-subject credentialed teachers, whose primary assignment is to teach in a classroom that is " not self-contained"	40 hours mathematics OR 40 hours reading/language arts(Depending on primary teaching assignment)	80 hours mathematics OR 80 hours reading/language arts(Depending on primary teaching assignment)
K-12 teachers providing exceptional needs students instruction in mathematics and reading/language arts	40 hours mathematics 40 hours reading/language arts	80 hours mathematics 80 hours reading/language arts
Secondary teachers with single subject credentials in English or social science	40 hours reading/language arts	80 hours reading/language arts
Secondary teachers and substitutes with one year emergency teaching permits for English and social science	40 hours reading/language arts	80 hours reading/language arts
Secondary teachers with single subject credentials in mathematics or science	40 hours mathematics	80 hours mathematics
Secondary teachers and substitutes with one-year emergency permits for mathematics or science	40 hours mathematics	80 hours mathematics